Weekly Lesson Plan

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| Pre-K 1 |  | Jan.7-Jan.11 |  | YEAR:  2019 |  |

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| |  |  | | --- | --- | | MON: | 1/14 | | |  |  | | --- | --- | | TUES: | 1/15 | | |  |  | | --- | --- | | WED: | 1/16 | | |  |  | | --- | --- | | THUR: | 1/117 | | |  |  | | --- | --- | | FRI: | 1/18 | |

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| --- | --- | --- | --- | --- |
| Good Morning /Arrival | Good Morning/Arrival | Good Morning/ Arrival | Good Morning/Arrival | Good Morning/Arrival |
|  |  |  |  |  |
| Welcome | Welcome  Morning songs | Welcome  Morning songs | Welcome  Morning Songs | Welcome  Morning songs |
| Morning songs |  |  |  |  |
|  |  | The Snowy Day sequence |  |  |
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| Snack(9:30) | Snack(9:30) | Snack(9:30) | Snack(9:30) | Snack(9:30) |
| Big centers (Blocks, dramatic play, cars, dolls, library, etc.) | Table Top Centers  Snowman roll and cover | Table Top centers  Snowman teen numbers | Writing books  Sight word trace | Snowman Dot Art |
| The Snowy Day | Ice painting snowflakes | Syllable count and color | White Board coloring |  |
|  | Big and small sort | Winter/summer sort and paste | Winter animal number correspondence |  |
|  | Sensory table |  | Winter patterns |  |
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| Clean up/outside play | Clean Up/outside play | Clean Up/outside play | Clean up/ Outside play | Clean up/ Outside play |
| Read a book  Lunch/Go Home (11:30) | Read a book  Lunch/Go Home (11:30) | Read a book  Lunch/Go Home (11:30) | Read a book Lunch/Go Home (11:30) | Read a book  Lunch/Go Home(11:30) |
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| Outside Play | Outside Play | Outside Play | Outside Play | Outside Play |
| Quiet time/ rest and read a book | Quiet time/ rest and read a book | Quiet time/ rest and read a book | Quiet time/ rest and read a book | Quiet time/ rest and read a book |
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| Afternoon Activity | Afternoon Activity | Afternoon Activity | Afternoon Activity | Afternoon Activity |
| Snow storm in a jar | Snowman names | Cooking— Green Flop Jell-O | Snowflakes rip and paste | Art  Big centers |
| After School/Go Home | After School/ Go Home | After School/ Go Home | After School/ Go Home | After School/ Go Home |
|  |  |  |  |  |